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Recommendations for Adult Education Program for "Model Schools" Program for 1968-1969 School Year and Long-Range Plans for Adult Education Center.

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The preliminary report provides suggestions for improvement and expansion of adult and continuing education programs, cultural enrichment, and guidance services to raise the educational and economic level of the Providence community. Short range goals emphasize meeting the needs of the lower income groups through Adult Basic education and English as a second language, high school equivalency, job retraining, womens education, and education for leisure and retirement. Long range goals include formal credit courses beyond high school level, studies for everyday living, training for volunteer work and community leadership, counseling and guidance programs, and career oriented adult education. Current programs are described and include Project ARISE (Adult Referral and Information Service in Education), Community Schools, Central Evening School, Office of Guidance and Placement, and the Transitional Room. Recommendations for funding a short range program beginning September 1968 include publication and distribution of an ARISE Directory, coordination and supervision of community schools, enlarging the scope of the TV High School, the addition of Movie High School, and provision of additional transitional rooms to provide an adult atmosphere. Long range plans and a list of advisory committee members are also included. (pt)

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PROVIDENCE ADULT EDUCATION PROGRAM

REPORT

of

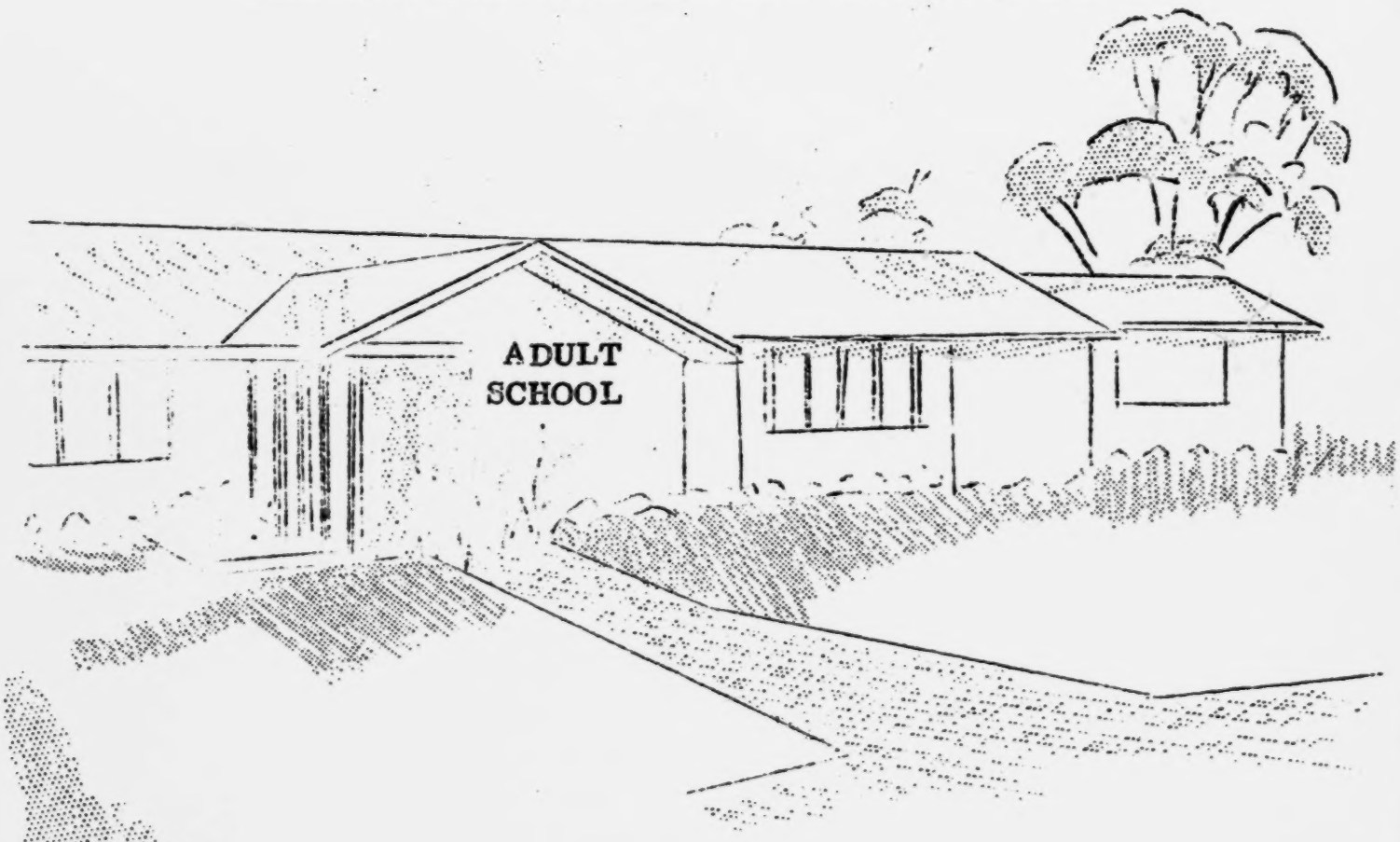
ADULT EDUCATION COMMITTEE

PRESENTED TO

THE "MODEL SCHOOLS" SUBCOMMITTEE

of

THE PROVIDENCE SCHOOL COMMITTEE



Prepared by
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June, 1968

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ADULT EDUCATION DEPARTMENT
Providence Public Schools

RECOMMENDATIONS

for

ADULT EDUCATION PROGRAM

for

"MODEL SCHOOLS" PROGRAM FOR 1968-1969 SCHOOL YEAR

and

LONG-RANGE PLANS FOR ADULT EDUCATION CENTER

Presented to

The Sub-Committee on Model Schools

of the

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I. OBJECTIVES AND GENERAL BACKGROUND

A. General Objectives

The Committee on Adult Education herewith submits a preliminary report,stating its hopes and suggestions for both the short-range and the long-range program(s) in education for adults in a Model School Program. For the immediate future, we present a description of a program which will operate this summer (1968), and another which may realistically be visualized for operation in September, 1968, with related requests for needed funds.

The Committee on Adult Education have met several times to discuss problems in adult education, and to plan for the Model School in Adult Education. Minutes of two meetings, members of the Committee, and relevant items are included in this report (TAB-1). The tentative officers are:

Chairman: Dr. Mary C. Mulvey

Vice-Chairman: Peter J. Davis

Secretary: Dr. Carol Schaefer

The three officers have met several times both prior, during, and since the formal meetings of the community committee(s).

The broad objectives of the committee are to provide for the improvement and expansion of adult and continuing education programs, cultural enrichment opportunities, and guidance services, which will embrace the needs of all men and women in Providence, will help them to find and to perform productively their respective roles in today's urban society, and will raise the educational, cultural, and economic level of the community.

1. Short-Range Goal

We must concentrate first upon our short-range goal. In the immediate years ahead a Model School in Providence should give special emphasis to the needs of lower-income citizens which are especially absorbing the attention of all segments of society at this time.

To move ahead we must have cooperation among the races, new ideas for upgrading and recruiting unmotivated ghetto residents, and particularly much more efficiently coordinated vocational education, where the technician, the educator, the counselor and, most important, the prospective employer, must all work together toward the same realistic goal. We also have now, as we had at the turn of the century, a genuine need to provide English classes for new immigrants--this is a need we hope will continue.

At the same time, plans for a Model School should look toward the future with optimism, and assume that the efforts and funds that are being extended toward creating a more genuine social and economic equality among our citizens will, to a large extent, have been successful. For this reason and with this hope, we should keep some room in our thinking for a time when the educational system can with no sense of guilt extend itself to the entire city's needs--say, for example, to the relatively prosperous but alienated elderly citizens of the future, who will make up so large a part of the population. We should provide much more profound and accessible opportunities for education in artistic appreciation and creative expression for adults for whom this may have been an unattainable luxury in youth.

While the ideal for the future will reflect a new basic approach to learning that no longer limits its primary emphasis upon youth in this broad field of education, along the way to this ideal we must make greater inroads on filling in the gaps and anticipating the most pressing needs that are already identified. These are some of the needs that are increasingly urgent because of social changes, growth in medical knowledge, and technological progress:

1. Adult Basic Education (ABE) and English as a Second Language (ESL)
2. High School Equivalency, presented in new and imaginative ways
3. Re-training of adults whose jobs have been superseded by automation
4. Vocational training coordinated with business and industry
5. Continuing education for women who more and more return to work (or never leave) as their children grow older
6. Education for leisure and retirement, necessitated by increased longevity, and shorter working hours.

2. Long-Range Goal

Newer and bolder patterns and directions in adult education are needed. Certain basic essentials direct our thinking, and also the opinions and suggestions of the community representatives with whom we are planning for the Model School. Comprehensive adult education programs envisioned in the long-range goal include:

1. Elementary (Adult Basic Education) and secondary (High School Diploma and High School Equivalency) opportunities for adults beyond normal high school age
2. Formal educational programs (for credit) beyond high school available to mature adults
3. Opportunities for:
    a. Cultural enrichment, including learning in the arts, sciences, and humanities; and appreciation of, and opportunities to enjoy, the fine and performing arts
    b. Adjustment to everyday living, including: health and safety, home and family, community living, personal adjustment, and occupational adjustment
    c. Living in today's world, including: economics (consumer education), social studies, science, arithmetic (modern math), and English
    d. Leisure activities, including: recreation, adventure and fun, literature, and other interests and hobbies
4. Training for volunteer work and community leadership
5. Counseling, guidance, testing, and referral programs
6. Career-oriented adult education (non-credit).

There is need for flexibility in timing program offerings to fit in with home and work schedules; and for supportive service and/or financial assistance to provide services which would motivate and assist adults for educational participation, such as homemaker services, baby-sitting, transportation help, etc.

Essential to the successful operation of the Model School would be a central clearing-house of information as a component for publicizing facilities available, for answering inquiries and making appropriate referrals, in essence, expanding the current Project ARISE (Adult Referral and Information Service in Education) which will be described later. The clearing-house will also be a catalytic force for reaching out into the community to establish working relationships with public and private organizations.

B. Preliminary Planning and Community Involvement Leading to Present Report

Our initial efforts were directed toward planning for a Model Adult Education Program in 1965. At that time a Providence Adult Education Committee was appointed to assist in drawing up a Proposal for funding a Planning Grant under Title III, Elementary-Secondary Education Act of 1965 (P. L. 89-10). The Proposal was approved; and its duration was from April 1, 1966, to December 30, 1966.

The objectives of the Planning Grant OEG 1-6-661374-0992 included planning for the provision of efficiently developed programs in adult education, guidance, and cultural enrichment programs (and related areas) for the purpose of improving the life situation of Providence adult residents beyond the normal school-leaving age. To accomplish these objectives we assessed the size, scope, and function of adult education programs conducted by the Providence School Department, including Community Schools, Central Evening High School, Vocational Evening School, and Adult Basic Education programs.

In connection with this evaluation, we compiled a 112-page evaluation of the Community Schools (Adult Education Program in Community Schools--an Evaluation, Dr. Mary C. Mulvey). These programs are conducted in cooperation with Progress for Providence, a Community Action Unit under Title II-A, Economic Opportunity Act of 1964. A visiting team, made up of University of Rhode Island graduate students and other experts, made site visits to the Community Schools as part of the over-all evaluation. Significant parts of this Evaluation are included in TAB-2.

We surveyed educational course choices of adults who were enrolled in Community Schools concerning courses that they would like to have

offered during the current year, and next year. We distributed a similar questionnaire among adults in the non-declining areas of the city, namely the so-called affluent areas, to determine differences between choices of adults in the declining area vis-a-vis the non-declining area. We compared results of both these groups in a superficial manner, not only in relation to each other, but also in relation to results derived from a study of adult education course choices which was made some twelve years ago in Providence. We report comparative results of the declining area and the 12-year old study (TAB-2). We hope to analyze the comparative results in greater depth and make them available.

We planned mutually with the Providence City Plan Commission, investigated the Adult Education situation, and drew up recommendations and laid the basis for part of a Proposal to be submitted by the City of Providence to the Department of Housing and Urban Development, for a Planning Grant under the Demonstration Cities Program. We hoped that, through this part of our planning, our over-all objective of developing the SERV-AGE Center (Services in Adult Guidance and Education), which was the long-range goal of the Planning Grant, would be realized. The Adult Education Center would be established to serve all adult education needs, and would ultimately serve any or all of the 129,299 adults located city-wide. We felt that the proposed "mix" of adults of various social and economic levels would provide significant educational and social benefits

In carrying out our commitment for our Planning Grant Project we worked cooperatively with committees and individuals both public and private in Rhode Island, broadly representative of educational,

cultural, guidance, and related areas, including the following: State Department of Education, Barrington College, Brown University, Bryant College, Johnson and Wales Junior College of Business, Providence College, Rhode Island College, Rhode Island Junior College, Rhode Island School of Design, Roger Williams Junior College, University of Rhode Island and its Division of University Extension, Cooperative Extension of the University of Rhode Island, St. Xavier's Academy, Independent Schools Association of Rhode Island, Providence Public Library, Rhode Island School of Design Museum, Roger Williams Park and Planetarium, Providence Public Schools (Departments of Music, Art, and Guidance), Rhode Island Fine Arts Council, Providence Journal-Bulletin, City of Providence Agencies (City Plan Commission, Human Relations Commission, Progress for Providence, Recreation), Providence Housing Authority, State of Rhode Island (Departments of Labor, Employment Security, and Social Welfare, Commissions To Study Education and Status of Women), Veterans Administration, AFL-CIO, Rhode Island Chapters of the Adult Education Association of the USA and the National Association of Public School Educators, Soroptomists, YMCA, YWCA, League of Women Voters, Telephone Pioneers, Settlement Houses (Nickerson House and John Hope Settlement House), Urban League of Rhode Island, International Institute, Jewish Community Center, Rhode Island Bar Association, National Conference of Christians and Jews, Family Service, World Affairs Council, Rhode Island Council of Community Services, Inc., etc.

We used questionnaires, interviews, meetings, conferences, and other techniques of community planning. Consultants and specialists were retained as needed (Dr. Malcolm Knowles of Boston University,

Professor Marvin Rife of University of Rhode Island, Associate Professor John Fallon of Rhode Island Junior College, and Miriam Greene, a research and library specialist).

A Working Conference, Planning for Adult Education (TAB-3), was held for two days at the University of Rhode Island as part of our Planning Grant commitment. A group of about fifty people of varied backgrounds with an interest in adult education as a common denominator accomplished the following: 1) deepened their commitment to further the cause of adult education in Providence and increase their knowledge of its needs and its future; 2) prepared a set of specific recommendations for inclusion in future programming in adult education; and 3) made preliminary plans for a city-wide adult education conference to be held in the Fall of 1966 in Providence. Funds for the proposed city-wide conference did not become available.

Throughout the meeting a sense of lively involvement in concrete accomplishments prevailed. The workshop participants presented very definite recommendations in six topical areas: 1) elementary and secondary education opportunities for adults beyond normal school-leaving age; 2) formal educational programs (for credit) beyond high school available to mature adults; 3) opportunities for: a) cultural enrichment, including learning in the arts, sciences, and humanities; and appreciation of, and opportunities to enjoy, the fine and performing arts; b) adjustment to everyday living, including health, and safety, home and family, community living, personal adjustment, and occupational adjustment; c) living in today's world, including: economics (consumer education), social studies, science, arithmetic (modern math), and English; and d) leisure time activitie

including recreation, adventure and fun, literature, and other interests and hobbies; 4) training for volunteer work and community leadership; 5) counseling, guidance, testing, and referral programs; and 6) career-oriented adult education (non-credit).

A significant outcome of the two-day Workshop was our influence in getting the State Plan for Title I, Higher Education Act, drawn up by the University of Rhode Island, which is the designated administering agency in the state for this program. Dr. Grace Hewell of Jules Pagano's office participated in our Workshop. She plied between our workshop and the newly established office at University of Rhode Island for Administration of Title I, Higher Education Act. Recommendations emanating from our Workshop were transmitted directly to the Administrator of Title I; and some of them were incorporated in the State Plan. Dr. Hewell took the State Plan back with her to Washington for approval.

We have explored the possibility of applying for funds under Title I, Higher Education Act, for training adult education teachers and adult counselors; if successful, an upgrading of teachers and counselors of adults is practically assured.

We compiled a Directory of Services entitled Guide to Continuing Education for Adults of Providence. The first issue was published September, 1966, followed by three subsequent publications (TAB-4). The Directory contains adult education and training programs from all relevant sources--public, private, voluntary, small, large, free, paid, formal and informal. The current edition contains additional information with respect to cultural and recreational opportunities.

We visited facilities and programs in other communities--inside and outside the state--to observe services in operation which are

similar to those which we hope to establish in Providence. We visited programs in Baltimore, Maryland; Washington, D. C.; nearby Virginia; Boston, including the Educational Exchange of Greater Boston; and Chicago Adult Education Program.

We have been particularly attentive to the needs for adult guidance, testing, and psychological services to aid individuals in their vocational and continuing education choices and careers, since we envisioned Phase II (Operational Grant) to be the establishment of a SERV-AGE Center (SERVices in Adult Guidance and Education). As a partial solution to this problem, we submitted a proposal to the United States Office of Education, under Title III, ESEA of 1965 (PL 89-10), September 1, 1966, for the establishment of Project ARISE--Adult Referral and Information Service in Education (and related programs). Fortunately the Office of Education approved the application (OE Project #67-3040). The ARISE unit has been in operation since February, 1967, and is now our principal mechanism for carrying forward our planning and for implementing some of the recommendations which emanated from our former Planning Grant. TAB-5 provides a description of the project and also a publicity form.

The involvement of the Adult Education Division of the Providence School Department in planning and promoting TV High School is the story of the continuing interest of our staff in the uneducated and undereducated, the unemployed and the underemployed. Census data demonstrate the low education level of the people of Providence, and the need for greater educational opportunities for the educationally disadvantaged.

Beginning with the first news release, October 4, 1967, which announced the initation of the program on a national basis, we saw

TV High School as an innovative source for the educational needs of the people of Providence. Our efforts have been forceful and persistent in providing TV High School for Providence and Rhode Island viewers, and have been climaxed by the launching of the program on WSBE-TV, Channel 36, the state operated educational station (TAB-6). We were involved in a round of letter writing, long distance phone calls, television station contacts, New York conferences with Mr. McFadden (Executive Director of the Manpower Institute, which developed the program), state-wide adult educational meetings, Advisory Committee meetings, before the success of scheduled programming of TV High School became a reality.

The ARISE staff was the source of the manpower required to organize this drive to make TV High School known, understood, appreciated, and programmed. The promotion, publicity, preparation for the Advisory Committee Meetings, and the follow-up promotion and publicity, were all functions performed by the ARISE staff. Further discussion and recommendations concerning TV High School, and our concern for, and activities in, promoting Movie High School are presented in Section I and TAB-1.

C. Basic Assumptions

The guiding philosophy of adult education outside the sphere of degree programs in higher education is that learning is a lifelong process. The education of adults within the public school system has traditionally been subordinated almost to non-existence; and what has found support at all has been largely remedial and sporadic. However, we are now in an era of unprecedented growth of population, and of knowledge. There is an ever-increasing need for integrated programs for adults that will assist our population to keep pace with the trends of society. A true "Model School" cannot hide its head in the sand, and avoid its responsibility to its adult population.

Current predictable trends in adult education that can be expected to accelerate in the near future have been outlined by Malcolm S. Knowles (The Adult Education Movement in the United States, New York, 1962):

1. The size of the "student body" of adult education will continue to expand. This predication is based on two assumptions:
    a. the absolute number of adults in our population is increasing
    b. the pace of social and technological change that induces adults to engage in self-improvement is accelerating
2. The educational level of the student body of adult education will continue to rise
3. The resources and facilities for the education of adults will gradually expand
4. The curriculum and methodology of adult education will become increasingly differentiated from those designed for children and youth
5. There will be a rapid expansion in the body of knowledge about the education of adults
6. The role of the adult educator will become increasingly differentiated from other roles; and training for this role will become increasingly specialized.

The Model School of Providence must be prepared to understand, guide, and support these developments.

The need for an expanded program is apparent. In 1960, the total population of Providence was 207,498. Of 126,395 persons over 25, 85,094 had not completed High School. According to the Special Census of Rhode Island (Series P-28, No. 1393) conducted by the U.S. Bureau of the Census, in 1965, the population of Providence had decreased to 187,061, 6,976 of whom were non-white. In 1965 there were 129,299 persons over 18. Projecting the 1960 school-leaving figures against this decreased population, and adding the high-school dropout population from 18-25, we can assume that there are now approximately 100,000 Providence adults who never completed High School. Many, of course, have attained a measurable educational level much lower than this.

The 1960 Census data reveal that the educational achievement of Rhode Island, aged 25 and over, falls below the national level--only 10.0 years of school completed compared with the national average of 10.6 years. Providence falls slightly below the state's median, with 9.8 years completed; but this average results from the faculties and graduate students aged 25 and over of major educational institutions located in the city, as well as a relatively high concentration of white collar workers. By contrast, the suburbs around Providence have considerably higher medians; and this may well be a consequence of the accelerating outmigration from Providence to the suburbs which is likely selective of the better educated.

An important target population are the uneducated and under-educated adults (aged 18 and over who have not completed the eighth grade), since, without a mastery of the basic skills involved in the reading process, it is impossible to be truly independent in our modern culture. The low median level of school years completed in Providence is reflected in the following 1960 Census data:

Number aged 25 and over who have had no schooling	----	5,793
Number aged 25 and over who completed 1-4 years	----	6,067
Number aged 25 and over who completed 5-7 years	----	18,695
Total number with less than 8 years schooling	----	30,555

The following Census data also reveal that about 61% of high school graduates go on to college, but that only 55% of them finish college. Only about 7% of Providence adults finished college.

Number of persons aged 25 and over:

Who have completed 8th grade	25,175
Who have completed high school	25,708
Who have dropped out of high school	29,362
Who have completed high school and entered college	15,593
Who have completed high school and college	8,590

In part the educational deficiency may be a function of the <u>older age structure</u> of Providence, as well as the high percentage of foreign born; however, there is a whole complex of factors operating. All feasible methods must be adopted to direct the less fortunate and the undereducated into areas of study and training which will equip them to assume productive roles in our industrial society.

There is an overpowering need to get adults into appropriate training programs to prepare for skill-updating or new skills. A recent report by the Rhode Island Department of Employment Security (<u>The Rhode Island Skill Survey</u>, 1968 and 1971) in its estimate of future manpower requirements, forecasts skill shortages. The survey warns that, of the 85,000 job openings expected by 1971 through plant expansion or replacement, only 6.6% are scheduled to be filled by graduates of in-plant training programs. More than 6,000 job openings were reported at the time of the survey. A high school education is the basic requirement for training in the new jobs. We present drop-out data on the next page.

In the age-group from 18-25, from 900 to 1,000 students drop out of Providence High Schools each year. Efforts to recruit them to return to school, and especially to "hold" them after they return are seldom successful. It is generally agreed by guidance personnel that it is wiser to expect the high school dropout to become re-interested in his education when enough time has elapsed to make the consequences of dropping out apparent and dramatically felt by the student. Consequently members of this group become candidates who can especially benefit from genuine adult education, with adult methods and in an adult setting--rather than by a return to the milieu of previous failure.

Neighborhood Data	No. of Families	% of Families With Income Less than $3,000	No. of Families With Income Less than $3,000	ADC Cases per 1,000 Families	No. of ADC Cases	Public Assistance Cases per 1,000 Persons	No. of Public Assistance Cases	School Drop-Out Rate per 1,000 Youths 15-19	
Camp Street Area	1,089	34	370	75	82	32	152	77	
Elmwood Area	1,739	23	400	59	102	38	267	114	
Federal Hill	3,961	28	1,109	52	208	42	629	102	
Smith Hill	2,506	23	576	46	116	28	274	81	
Olneyville	1,834	25	458	43	79	27	188	67	
West End	4,425	23	1,018	64	285	39	663	102	
South Providence	5,948	36	2,141	134	797	72	1,773	93	
Fox Point	1,418	27	383	43	62	31	185	77	
Neighborhood Totals	22,920		6,455		1,731		4,131	93	
City of Providence	53,520	22	11,735	44	2,359	27	5,584	60	
Ratio of Neighborhood Total to City as per cent	43		55		73		74		

III. CURRENT PROGRAMS IN ADULT EDUCATION OF PROVIDENCE PUBLIC SCHOOLS

A. Adult Basic Education

The Adult Basic Education Program began in Providence in October, 1965, funded up to 90% through the Economic Opportunity Act of 1964. The Providence School Department pays 10%. In 1966 the Program was transferred to the U. S. Office of Education under the Adult Education Act of 1966. Federal funds are channeled to Providence and other local communities throughout the state by the State Department of Education. Adults who are under the eighth grade level are eligible to enroll in ABE classes; and in Providence there are over 30,500 adults who have not completed the eighth grade. See TAB-7 for a description of the Providence Plan for Adult Basic Education.

All the teachers have Rhode Island teaching certificates, and are especially certificated in ABE (TAB 7). All teachers have aides who have at least a high school education. Classes run for any number of students, from 8 to 10 or more.

Thirty-one (31) free Adult Basic Education (ABE) classes were in session during the 1967-68 school year in Providence to teach skills in reading, writing, speaking, listening and computation for those with less than an eighth-grade education. Under this program, classes are also being given in English as a Second Language (ESL) for foreign-speaking adults who come to Rhode Island. Classes have been set up in churches, clubs, schools, housing developments, and other places that are convenient. Classes are also conducted for mothers who have small children at home; and babysitters are supplied at class locations so that the mothers can attend. One class is held for the mothers of Head Start children.

One field-worker representative acts as liaison between the Adult Education Department and business and industry. He contacts employers to interest them in providing facilities within their plants for holding ABE classes for their employees. Six classes are now functioning--free to employer and employee. A list of ABE classes is provided (TAB 8).

Several field worker/recruiters are working all over the city to identify and enroll adults in ABE classes.

Criticism is often leveled--especially by potential clients--at various programs in education and social welfare to the effect that they are wasted because the clientele do not hear about them. This is a serious problem, and one that much attention has been given to by the Providence Adult Education Department through a crash recruitment effort; but much more promotional pressure needs to be exerted, and continuously. The ABE program has been publicized through television and radio announcements. TV and radio spots are being used at ideal viewing and listening times. Interview and discussion programs have been broadcast which expound key aspects of ABE. Regional press is cooperative, and furnishes additional ways to communicate with the public. A Speaker's Bureau is being developed, utilizing staff members to spread the message of Adult Basic Education. Posters are prepared and distributed to aid in recruitment for ABE classes. Efforts have been directed toward recruitment of foreign-speaking persons who have been unable to learn to drive or pass the Drivers Test, since they cannot communicate in English.

Adult Basic Education Data for 1967-68

Number Participating	Total Cost	90% Federal	Cost to City
730	$61,355	$55,220	$6,135

B. Project ARISE--Adult Referral and Information Service in Education

Project ARISE is entirely funded through Title III of the Elementary-Secondary Education Act of 1965 PL 89-10), and has been operative since February 1, 1967.

The primary purpose of project ARISE is to provide information and short-term counseling for adults who contact the Providence Adult Education Office by phone, office visit, or mail (TAB 5). Requests range from Adult Basic Education through Higher Education and include business, art, and various other courses. Referral is made to appropriate educational programs or other resources that will meet the needs of clients.

Due to the briefness of initial contacts, it is crucial than an accurate diagnosis be made on the first contact. Eagerness to advance themselves quickly sometimes results in clients' making requests that are unrealistic in terms of their background and aptitudes. The counselor discusses with the individual the proper sequence of courses that will lead him to his ultimate goal. An attempt is made by field workers to follow-up clients at a later time, thus demonstrating our continuing interest in them and our willingness to help them move from one objective to another, and also aids us in our research of what services are needed. In order to perform this function, it is necessary for ARISE counselors and field workers to have a working knowledge of what the community offers in a variety of services.

The keystone of the entire project is the ARISE Directory of Adult Education Programs, Cultural Opportunities and Guidance Services which has been assembled by the ARISE staff, and has been kept up to date on an annual basis. The Directory enables counselors to determine quickly what is available so that the information can be given immediately. This publication is unique: it is the only mechanism available which may specifically inform the general adult population where they may continue their education, together with all necessary and relevant information. Its value rests in its continuing up-dating so that it may continue to be used as a primary resource for providing accurate information, add enough information to allow adults some range of choice of institutions and program, to help them use the educational information effectively, and to motivate them to utilize these offerings to the fullest. A 1967-68 Directory is included (TAB 4). (A full description of the directory, and detailed request for continued funding for future editions is included in Part IV).

The current Budget for ARISE is $57,980 in Federal funds.

A total of 1,331 ARISE contacts through April 30, 1968, shows that the greatest number of requests, 333 (25%) are for the High School Equivalency program. The second greatest interest is in Adult Basic Education, with 228 requests (17%). Next in order of interest are courses in business, 167 requests (13%).

REQUESTS	No.	%	REQUESTS	No.	%
High School Equivalency	333	25%	Employment	39	3%
Adult Basic Education	228	17%	Higher Education	37	3%
Business	167	13%	Language & Literature	37	3%
Dissemination of Information	149	11%	Trades & Apprenticeship	36	3%
Requests from Senior Citizens	83	6%	Science	15	1%
Home Economics	46	4%	Scholarship Information	12	1%
Mathematics	40	3%	Physical Fitness	10	1%
			Miscellaneous	39	3%

Questions posed by ARISE contacts are a useful device for determining from the potential learners what programs they are seeking. Our experience to date indicates a definite need for daytime and summer classes in High School Equivalency. Vocational classes for a variety of skills are also in greater demand than available resources can satisfy at the present time.

C. Community Schools

Eight schools, located in the eight neighborhoods of Providence which have been designated by Progress for Providence as disadvantaged areas, provide adult classes in the evenings during the academic year. These schools also have a summer program; but no classes for adults are offered in the summer. Each school determines its own curriculum, based on wishes expressed in the neighborhood by the Neighborhood Advisory Committees which technically are the governing bodies of all neighborhood poverty programs. During the 1967-68 school year, all schools offered High School Equivalency courses, and a variety of other courses.

The Director of Community Schools reports the following costs and enrollment:

Data from Community Schools, 1967-68

Number of Adults Participating	Cost to OEO (Estimate)	Cost to City (10% in kind)
1,067	$29,239	$2,900.

The foregoing budget figure covers only teachers salaries and materials used in adult classes. Additional expenses of school maintenance and custodial services are borne by the Providence School Department.

As for enrollment and/or attendance, the permissiveness and unusual climate of the Community Schools make it difficult to arrive at an accurate estimate of enrollment. We base our statement on the experience of the visitations of evaluation teams two years ago (TAB 2), and a spot-check by our field workers in May, 1968. We discuss the Community Schools further in SECTION IV--Recommendations.

D. Central Evening High School

The Central Evening High School conducts a variety of academic courses for adults, free of charge, including High School Equivalency. Data for the academic year 1967-68 (TAB 9) are included.

Data for Central Evening High School

(Cost figures for current year, not yet available. Following data are based on 1966-67 estimates).

Number of Adults Participating	Total Cost	Cost to City	30% State Reimbursement
375	$12,254	$8,577	$3,677

E. Central Vocational Evening School

The Central Vocational Evening School, open to residents of Rhode Island and Massachusetts who are employed in Rhode Island, conducts vocational training programs in a variety of trades (See list of courses offered in 1966-67, TAB 10). However,

recruitment for, and enrollment in, this school is primarily limited to students who are already members of participating unions and already employed by participating employers.

Data for Central Evening Vocational School

(Cost figures for current year not yet available. Following data are based on 1966-67 estimates).

	Number of Adults Participating	Total Cost	Cost to City	Other Funds*
Total	253	$28,427	$10,539	$17,888
Providence	80 (included in above total)			

* State funds $6,930
George-Barden Act (Federal) $10,957

F. Office of Guidance and Placement

The Director of Guidance and Placement (Providence School Department) estimates that 20% of the total Budget of his office ($34,705.02) is expended in services to persons 18-21 inclusive.

Data from Guidance and Placement

Number of Adults Served	Cost (for adults)	Cost to City	30% State Reimbursement
Approximately 1,000	$6,941	$4,859	$2,082

G. Transitional Room

The Providence School Department has long recognized the difficulties presented by returning dropouts back into the mainstream of school life which they left. To meet this need the Department runs a Transitional Room at Hope High School especially intended for returning dropouts. This represents a serious effort to provide a more attractive experience for students who previously found school distasteful. No upper age limit is set on eligibility for this room; any person over 16 years old who has not completed High School may attend. All applicants are screened by the Guidance and Placement Office. In the past year about 30 students entered this special class. About one third of them later transferred to the regular program.

Total Cost: $7700 for Teacher's Salary

IV. RECOMMENDATIONS

A. Recommendations for Funding Short-Range Program Beginning September, 1968

1. Publication and Distribution of ARISE Directory

The original edition of the Adult Education Directory, which was published in September, 1966, was made possible by a Planning Grant from the United States Office of Education under Title III, ESEA of 1965, Pl 89-10. Publication costs of the second issue were provided by the Rhode Island Foundation. We enclose one copy of the second issue of the third publication (TAB-4), also called the fourth edition.

Publication of the fourth and current edition (TAB-4) was made possible by remaining funds from the budgeted item of $250.00 for Directory #3 under an Operational Grant for Project ARISE. The up-dated Directory was done in its entirety by the staff of the Adult Education Department, on the mimeograph machine and collated by the Neighborhood Youth Corps girls. Covers were run off by an offset printer, who also bound the directories, utilizing the aforementioned remaining funds.

We assume that the Providence School Committee, from an examination of the publication, will find that the Directory has potential for service to the general adult population, and even greater value in up-dated versions. Inasmuch as no further funds are available from private or Federal sources to support future annual publication costs of the Directory, it is necessary that we apply to the Providence School Department to underwrite these costs.

This book is the only generalized directory of information available to adults in Providence and in the state. It has proven to be, and has even greater potential in up-dated form to function as: a focal point for community planning in adult education, program

development and school-community relations; a tool to facilitate assessment of adult education, guidance and cultural programs from a variety of viewpoints; a means to publicize facilities available; and a mechanism for effective communication and coordination among institutions providing educational and related programs in order to realize maximum utilization.

Census data which reveal the low education level of Providence adults spell out the need for such a Directory. (See Section II--THE NEED)

Many adults desire to go back to where they broke off and/or to continue their education; but they are at a loss as to where to go for help, to whom to turn, and where to begin. This booklet indicates that many educational opportunities exist in Providence and throughout the state to serve adults; thus this kind of reference tool will assist adults to become informed about the resources and facilities that are available in continuing education and related services.

Terminating this publication after four editions would be unfortunate, since failure to provide continuous up-to-date information to would-be consumers would militate against further progress toward correcting the educational deficiencies of our adult population. Because changes in educational offerings generate obsolescence at all levels of education, every effort should be exerted toward maintaining current information at all levels. We hope to perpetuate this service on a continuing basis--annually.

For maximum utilization, the publication must have a professional look; and our home-made production falls short of this. In addition, the "do-it-yourself" method takes too much staff time--time that should be devoted to other responsibilities. Within this context, you can see that our home-made productions are too unwieldy for easy handling, too diversified in page make-up, and too expensive in terms of man-hours.

We are currently collecting data, editing materials, and adding necessary listings for improvement of format, and for providing a full year's coverage of offerings. We plan to publish the booklet only once a year, continuing to build on this one which we have just prepared. Our next publication should be ready for distribution in August, 1968, if it is to be of maximum benefit to adults for the 1968-69 school year.

WE RECOMMEND THAT:

THE PROVIDENCE SCHOOL DEPARTMENT APPROPRIATE $2,500 FOR PUBLICATION AND DISTRIBUTION OF 1,000 COPIES OF THE 1968-69 EDITION OF THE DIRECTORY; AND THAT THIS ITEM BE INCLUDED EACH YEAR IN THE PROVIDENCE SCHOOL DEPARTMENT BUDGET FOR ANNUAL PUBLICATION OF THE DIRECTORY.

2. Community Schools--Administration and Other Recommendations

During the school year, 1965-66, the Providence Adult Education Office conducted an informal evaluation of the Community Schools adult programs. Excerpts from this study, "Adult Education Program in Providence Community Schools: an Evaluation" (August, 1966), describing classes in session, and showing educational needs as expressed by adult students, and opinions of adult programs given by Community School workers are included in TAB 2.

Some of the recommendations included in that report have since been acted upon, but others must be implemented; and the poor attendance and administrative confusion in these schools make recommendations for improvement imperative. The importance of acting immediately upon improving the adult program in Community Schools and the need for coordination of this program with the over-all adult education program is obvious. Many shortcomings were revealed by the visitation team two years ago, particularly with respect to enrollment, attendance, placement in appropriate classes, record-keeping, etc. (TAB 2). Many recommendations from this visitation and from the 2-day Workshop give further evidence of necessary reforms (TAB 3).

In addition to this, in May, 1968, fieldworkers from the Adult Education Office conducted a one-night spot check of adult classes in the Community Schools. Observations were as follows:

Class	Adult students registered as reported by director	Adult students present
	Gilbert Stuart Community School	
Sewing	25	0
Knitting	10	4
Typing	20	(Teacher ill)
High School Equivalency	25	7
Woodworking	5	2
Bridge	15	14
	Fox Point Community School	
English as a Second Language	22	15
English as a Second Language	15	13
High School Equivalency	7	6
Sewing	20	14

Class	Adult students registered as reported by director	Adult students present	
	Edmund W. Flynn Community School		
High School Math	6	5	
Shorthand & Typing	9	3	
Ceramics	20	(class dismissed)	no key
Ceramics	36	(class dismissed)	
Sewing	2	No class	
High School English	15	8	
Typing	11	4	
	Bridgham Community School		
Sewing	9	7	
Cake Decorating	10	7	
English-Italian	17	15	
High School Equivalency	10	7	
In-Service for Parent Aides	10	10	
Opera	18	13	
Typing	12	10	
	Camden Avenue Community School		
Sewing	15	3	
Sewing	15	7	
High School Equivalency	15	6	
Typing	25	11	
Typing	25	18	
Knitting	15	11	
	O. H. Perry Community School		
High School Equivalency	9	7	
Typing	6	6	
Sewing	45	4	
Shorthand	6	6	
	Joslin Community School		
Typing	11	7	
High School Equivalency	9	6	
High School Equivalency	8	7	
Sewing	20	7	
Cake Decorating	7	10	
	Lippitt Hill Community School		
High School Equivalency	21	11	
High School Equivalency	19	10	
Typing	23	10	
Sewing	14	8	

Sound principles of administration--and even common sense dictate that all adult courses in the Community Schools should be under the supervision of the Supervisor of Adult Education in Providence. Under the present arrangement, Adult Basic Education classes,conducted by the Supervisor of Adult Education, are held in Community Schools (among other places), with no coordination or relationship to adult classes. In some cases the rather grotesque result has been that ABE students, recruited by Adult Basic Education fieldworkers, have been moved out of their ABE classes into "various and sundry" Community School classes. In one school this maneuvering has forced the closing of six ABE classes. The ABE students are "losing out" in such cases. In another school, the ABE teacher of Mon./Wed. Basic Education classes has been hired (without the knowledge of the Adult Basic Education Supervisor) to teach the same students an additional evening under the auspices of the Community School. Such situations,generating confusion and hostility, could not exist if the overall supervision of Adult Education were coordinated logically by the Supervisor of Adult Education!

WE RECOMMEND THAT:

THE COMMUNITY SCHOOLS ADULT EDUCATION PROGRAM BE UNDER THE SUPERVISION OF THE SUPERVISOR OF THE PROVIDENCE ADULT EDUCATION PROGRAM; AND THAT A FULL TIME COORDINATOR WITHIN THE ADULT EDUCATION OFFICE BE ASSIGNED TO HANDLE THE PROGRAM.

One of the benefits of unified supervision would be the integration and greater articulation between High School Equivalency and Adult Basic Education programs. In addition High School Equivalency programs should be carefully designed and relatively uniform from school to school. Teachers should be trained for teaching High School Equivalency courses just as Adult Basic Education teachers are required to do. This is equally true of teachers of other adult classes. Traditional practices of classroom procedures with children should be abandoned when teaching adults. At the expense of repetition of the obvious, it is

necessary to emphasize that teachers should be trained for teaching adults. Teachers who are trained and experienced in methods of teaching adults will be able to hold them, prevent dropouts, and help them to learn.

Further Recommendations from the 1966 Evaluation (TAB 2)

1. A coordinating agency--an educational exchange or clearing house--should be established to promote better communication among Community Schools and effect greater understanding and cooperation among all personnel within the schools (professional and non-professional). Project ARISE in the Providence Adult Education Department should assume this role.

2. Experienced and trained lay leadership should be nutured by agencies currently serving adults in these areas--as supportive services for adult education.

3. High School Equivalency programs should be made available to adults in greater numbers--non residents of "poverty areas" should be admitted also.

4. It is necessary that counselors be trained in the art and techniques of counseling adults. This view was forthcoming from:1) the results of the visitation by the evaluation team, 2) recommendations from the 2-day Workshop conducted by the Providence Adult Education Office at University of Rhode Island, June, 1966 (TAB 3), and 3) opinions of workers in Community Schools. It is important to note that less than a majority of workers within Community Schools felt that counselors were being utilized to advantage. Only forty-four per cent (44%) felt they were being used to advantage, and twenty-eight point eight per cer (28.8%) had no opinion on this issue. Twenty-seven per cent (27.1%) thought they were not being used commensurate with the need.

5. Attendance in adult programs must be improved, largely through better recruitment methods, more effective counseling, and improved teaching methods through training teachers of adults.

6. Accurat e enrollment and attendance records should be kept.

7. Records should also be kept on personal and situational characteristics of adult students--age, occupation, native ability, educational level, marital status, family composition, health, and other relevant elements--as a primary aid for the teacher, the counselor, and adult students themselves.

8. Central High School and Hope High School should be used as Community Schools. Junior High Schools in the "poverty areas" should be utilized for adults when senior high schools are not available rather than the elementary schools now being used. Adults should not be subjected to the indignity of miniature furniture and "elementary" atmosphere.

9. Community Evening Schools should run for a period which coincides with the regular academic school year; and summer programs should be offered for adults (at present only children's programs are offered).

10. Some provision should be made for scheduling adult education classes in the morning and the afternoon when desirable and feasible--especially for women (Adult Basic Education classes are held morning, afternoon, evening).

11. Courses should be offered in a "common" school for students with special interests but who do not constitute sufficient numbers in any one school to justify the course(s) being scheduled in one Community School; and adults should be allowed to cross Community School "district lines" to participate in these "special common program" offerings.

Further recommendations are contained in the full report (TAB 2) available at the Providence Adult Education Office, 53 Jenkins Street, and also in the Workshop Report (TAB 3

3. High School Equivalency: TV High School and Movie High School

TV High School

At the present time, classes in preparation for High School Equivalency examinations, free of charge, are provided by the City of Providence only, in the Central Evening High School and in the Community Schools. Requests from clients of the ARISE program indicate considerable demand for additional opportunities in this field, and especially ask for HSE programs to be conducted during the summer and during the daytime. As noted above (SECTION II--NEED), there are about 100,000 adults in Providence without a High School diploma.

One innovative, imaginative, technique for filling these needs and also, in some cases, the needs of home-bound mothers and other persons who cannot get to regular classes, will be tried this summer, by the introduction of TV High School over WSBE, Channel 36. The program will be initiated June 24, 1968, and will be presented five days a week, at three different times: 11:30 a.m., 6:30 p.m.,and 10:00 p.m. The complete HSE course, preparation for the HSE test, will run for a period of twelve weeks.

TV High School was developed by the Manpower Education Institute of the Foundation on Automation and Employment in New York City, Mr. James McFadden, Executive Director. The course consists of sixty half-hour lessons of instruction in the content and skills of five areas required in the High School Equivalency examinations (G. E. D. Tests). A different subject will be presented each of the five days in the week: English grammar, general mathematics, social studies, natural sciences and literature. Each subject is covered by a different teacher, screened and selected from thousands, all of whom are professionals in the field of adult education. A course outline is presented on the following page.

Outline of the Course

English Grammar

Use of Dictionary
Vocabulary and Spelling
Plurals and Capitals
Sentences
Punctuation
Verb Uses
Pronouns and Modifiers

Social Studies

Interpreting Social Studies
Geography of United States
Expansion of United States
Revolution and Independence
National Government
State and Local Governments
Growth of U. S. Economic Power
U. S. as World Power to 1940
U. S. as World Power since 1940
U. S. Social Concerns
The United States Citizen

General Mathematics

Our System of Numeration
Operations with Whole Numbers
Operations with Fractions
Operations with Decimals
Ratio and Proportion
Percentage
Uses of Percentages--
Business and Social
Interpretation of Graphs
Measure
Measurement and Geometry
Beginning Algebra

Natural Sciences

Man as a Scientist
Cells and Their Needs
Circulatory and Respiratory
Systems
Health and Diseases of Man
Plant Processes
Earth in Space
Atmosphere and Weather
Heat
Matter
Energy
Electricity
Chemistry in Daily Life

Literature

What is Literature?
Norms in Literature
Literal and Figurative Language
Major Themes in Literature
Interpretation of Character in
Drama
Perceiving Mood in Literature
Author's Style--Determining Tone
Author's Style--Technique
Interpretation of Poetry
Interpretation of Drama
Evaluating Literary Criticism
Interpretation of Character in
Stories

A HOME STUDY KIT for use in conjunction with the Telecourse is available--Ten paper-back texts and associated materials for $12.50

This is an imaginative and bolder approach to the High School Diploma problem, a new departure for providing the material necessary to obtain the HSE diploma and for offering practical adult education with a realistic goal. The incentive to take advantage of this opportunity is the fact that without at least an equivalency diploma, a person cannot qualify for:

1. More than 90% of all civil service positions.
2. Nearly all union apprenticeship programs.
3. Admission in nearly 50 metropolitan colleges both private and public which honor this diploma.
4. Many job training courses.
5. The special training and education programs of the armed forces.
6. More than 85% of all white-collar jobs.

In planning this program we must not forget the psychological value of the television set for a student population which is in many cases very poorly motivated, easily discouraged, and disillusioned by earlier experiences in school. The TV set is an old friend which may be coped with, and learned from, more readily than the teacher, or the open book.

Since many home television sets are not yet equipped to receive Channel 36, and also because of the desirability of making the program available to many people who may not have television at all, public viewing locations for TV High School should be provided in Providence by the Adult Education Department.

While the TV High School course is intended to be successfully used by students viewing it at home, we believe that we could insure greater success for many adults if the viewing locations were such that they might be manned by certified teachers whose function would be to follow through on the materials for the day, assist in answering

questions which arise on the spot, and generally guide the learners in perplexities that arise--a give-and-take service which would not be available in the absence of a teacher.

A kit of books for use in connection with the program is available at a cost of $12.50. Several sets of these should be available for use and perhaps for loan from the viewing locations.

WE RECOMMEND THAT:

1. DURING THE SUMMER OF 1968, THE ADULT EDUCATION OFFICE AT JENKINS STREET AND THE COMMUNITY SCHOOLS MAKE THEIR TV SETS AVAILABLE FOR VIEWING.

2. THESE VIEWING LOCATIONS PROVIDE TV STUDY KITS ON LOAN FOR VIEWERS.

3. TEACHERS ON LOCATION BE PROVIDED TO ANSWER QUESTIONS AND ASSIST TV HIGH SCHOOL VIEWERS IN ALL ASPECTS OF THE TELECOURSE.

The TV High School series three days a week will be repeated in the Fall, beginning September 23 at 8:00 a.m. and 6:30 p.m. We hope by this time to have arranged other accessible and attractive locations for viewing in some non-school buildings--such as settlement houses, branch libraries, industrial and business plants, etc.

In order to make the fullest possible use of this opportunity, additional funds will be required! This is an immediate need.

WE RECOMMEND THAT:

1. A TELEVISION SET BE PURCHASED FOR THE JENKINS STREET ADULT EDUCATION DEPARTMENT, AND AN ANTENNA INSTALLED, IN ORDER TO AFFORD CLEAR RECEPTION OF CHANNEL 36.

2. ONE HUNDRED (100) TV STUDY KITS BE PROVIDED SO THAT STUDENTS MAY BENEFIT FULLY FROM THE PROGRAM.

3. AT LEAST 10 TEACHERS BE ASSIGNED TO 10 LOCATIONS RESPECTIVELY, IN ADDITION TO THOSE IN COMMUNITY SCHOOLS AND CENTRAL EVENING HIGH SCHOOL: <u>THIS IS A NEW EXPERIMENT IN HIGH SCHOOL EQUIVALENCY EDUCATION THAT DESERVES STRONG SUPPORT FROM EVERYONE IN THE COMMUNITY</u>.

4. **A COORDINATOR BE ASSIGNED TO THE ADULT EDUCATION OFFICE TO OPERATE THIS PROGRAM AND ALSO MOVIE HIGH SCHOOL. (p. 34).**

Movie High School

In addition to the repetition of TV High School in the Fall, we recommend the addition to our programming of Movie High School. The TV High School tape has been converted to 16 millimeter sound track film by the Manpower Education Institute, and the entire series is available for rental at a cost of $6,000 a year.

Movie High School solves the problem of the prospective student who needs classes, courses, and instruction at odd hours. The student who cannot attend the regularly scheduled High School Equivalency classes and who cannot view the regularly presented TV High School series. We all know why students cannot attend classes: employment conflict, baby-sitter difficulties, family complications of every description, ad infinitum.

Movie High School solves the problem by its mobility and flexibility of time, place,and programming. Movie High School can be shown wherever a portable 16 millimeter sound projector can be set up (which is everywhere)-- in auditoriums, libraries, schoolrooms, offices, community recreation rooms, prison mess halls, etc. Movie High School can be shown wherever a group of ten or twenty or hundreds of students agree on a suitable time and place. Movie High School can be shown at many times in one day,and in many places simultaneously by using different lessons at different locations. It has a flexibility of programming that is not possible with TV High School, which must plan its schedules far in advance of the presentation. Movie High School can run a half hour movie, followed by a question and answer period supervised by certified teachers, or it can run a program for one-half hour to two hours, with or without discussion periods.

One prime advantage of Movie High School is the opportunity it gives for needed review. Students who have difficulty in one subject or in one particular half-hour class can review that material in rescheduled showings. This is especially significant since the High School Equivalency examinations administered by the Rhode Island Department of Education are given by individual subject, and it is possible for students to pass all but one subject. In cases like this, students can arrange to

view only the material they especially need to review and emphasize.

The mobility and flexibility of time, place, and programming are outstanding assets of Movie High School. It meets the needs of students almost on an individual basis, and is the answer to the problem of the student who cannot attend regularly scheduled classes of High School Equivalency.

WE RECOMMEND THAT:

MOVIE HIGH SCHOOL BE ADDED TO THE ADULT EDUCATION PROGRAM IN PROVIDENCE AND THAT FUNDS BE MADE AVAILABLE TO THE JENKINS STREET ADULT EDUCATION OFFICE FOR RENTAL OF THE MOVIE HIGH SCHOOL FILMS AT $6,000 FOR THE 1968-69 SCHOOL YEAR.

WE RECOMMEND THAT:

A COORDINATOR FOR MOVIE HIGH SCHOOL AND TV-HIGH SCHOOL (p.32) BE ASSIGNED TO THE ADULT EDUCATION OFFICE, JENKINS STREET, TO MANAGE THE EFFICIENT OPERATION OF THE PROGRAM.

4. Transitional Room

The 'transitional room' at Hope High School, an effort which has been made to recruit high school dropouts, has been approximately one-third successful: about one-third of the re-entering students are able to move into the regular program. Considering the gravity of the dropout problem, this is a significant success, and should be replicated as widely as possible.

Students drop out of school for many reasons: financial need, discouragement with low grades, family problems, pregnancy, and general dissatisfaction with the school setting. All too often, the same difficulties reassert themselves upon return to school, and a second 'dropout' and a second "failure" occur.

A new style' and a new setting cannot be expected to alleviate the financial problems or attract the most seriously alienated students. However, it is generally recognized that the principal reason for repeated dropping out is that students find they have come back to the "same old thing." This, combined with the (now, to them) childish atmosphere of the high school, with younger students pursuing their normal course, causes a second withdrawal. In brief, their self-concept as adults is offended.

For this reason, we recommend that an experiment should be tried whereby a genuinely adult 'Transitional Room' is established. Ideally, this should be located in donated space of a 'recreational' type -- a YMCA, Settlement House, or library conference room, for example -- which will not be permeated for the returning students with the atmosphere of school. Failing such a donation, a room at Jenkins Street Adult Education Office should be provided, suitably equipped for adult students with comfortable lounge furniture for 'seminar-style" classes.

In emphasizing the physical setting for this room, we do not forget that the essential 'equipment' for this educational challenge is the best possible teacher. Every effort would be made to find a teacher who is aware of, and professionally interested in, the special problems of the returning dropout; he should also be a teacher who has had substantial experience in working with adult students.

WE RECOMMEND THAT:

1. TRANSITIONAL ROOMS BE ESTABLISHED AT MOUNT PLEASANT AND CENTRAL HIGH SCHOOLS AS WELL AS CONTINUED AT HOPE HIGH SCHOOL.
2. AN "ADULT" TRANSITIONAL ROOM BE ESTABLISHED SUITABLY EQUIPPED TO PROVIDE AN ADULT ATMOSPHERE.

5. Additional Rooms for Adult Education

The Adult Education Office now occupies two large rooms on the second floor of the Jenkins Street School. Work in the space now alloted results in crowding of desks and necessary equipment; and this is not conducive to efficient work. The crowding of the mimeograph machine, the jogger, the stencil-file, storage cabinets, the bookcases, file cabinets, post-index file cabinets, etc., as well as the resulting noise from the typewriters and other duplicating equipment interferes with the proper discharge of office duties, telephone calls, interviews with clients and conferences with teachers. A constant crossing and re-crossing of personnel from one side of the room to the other and from one of our two rooms to the other is very distracting and disruptive to persons trying to perform their work.

Due to our expanding program, it is becoming necessary to hire additional personnel--over and beyond the number we now employ. There are so many people in such a small space already that it is extremely difficult to concentrate in this atmosphere. Furthermore, the supervisor has no privacy at all, and the staff for Project ARISE has no private quiet space for counseling by telephone or in person.

The Adult Basic Education Division of the Adult Education Department needs more space because of the increased number of Adult Basic Education classes which are being conducted as a result of the crash recruitment program currently in operation: clerical staff, library facilities, stock room facilities, number of teachers, field workers, counselors and aides have all been enlarged since these quarters were assigned.

Additional activities are anticipated: 1) Senior Aides Proposal is awaiting approval, adding 40 additional employees to the program; and this will result in additional space requirements in which to enroll Senior Aides, process them, assign them, make reports, and conduct all necessary activities which are involved; 2) Project Fluency will hopefully be funded; and this will require a room in which to install educational and technological equipment, which incidentally will be the property of the Providence School Department when the Project terminates; 3) TV High School will require viewing space;

4) Movie High School will require, not only viewing space, but also equipment storage space, film and library space; 5) TV High School and Movie High School will both require lending library space; 6) space for one or two Adult Education classes in the Jenkins Street School as part of our Adult Education development program; and 7) a conference room.

In brief, more and more room is needed for: furniture, increasing staff, classroom instruction, freedom from noise of the mimeograph machine, typewriters, and other equipment, and for private consultation with clients.

At present, four large rooms on the second floor are now being used by Speech Therapy, Hearing Services, and the Health Department. All of these rooms are vastly under-utilized, and could well be spared for the Adult Education Department for our rapidly expanding and over-crowded program. Our department functions with 12 individuals, working full time, with typewriters and other equipment, in two hectic rooms--trying to cope with the frequent influx of teachers, aides, clients, and the general public.

Please help our vitally needed program and allocate us more space.

WE RECOMMEND THAT:

THE ENTIRE SECOND FLOOR OF JENKINS STREET SCHOOL BE GIVEN OVER TO THE ADULT EDUCATION DEPARTMENT FOR YEAR-ROUND USE.

B. Long-range Plans

The education of adults requires different educational techniques. To be really effective, it requires equally different educational settings. Much of the discontent and apathy of many adult students can be attributed to the childish or austere schoolroom atmosphere, which serves as a constant reminder to many of childhood failures.

With these simple facts in mind, which are recognized as truisms by adult educators we propose a new educational setting specifically designed and set aside for Adult Education in Providence. Our tentative ideal would be located in, and designed as an integral part of, the James L. Hanley Educational Complex. Chief among the advantages of this location are: 1) lower construction costs through combined planning of a number of school buildings; 2) provision of libraries, laboratories, and audio-visual equipment from buildings in the complex, not possible for the isolated school; 3) a pooling of fine and performing arts, recreational, and related programs. The proposed Adult Education Center would resemble the "educational park"

During the next few years when the South Providence area will be of the greatest concern in overall planning for the city because of the current Model Cities planning grant, the Hanley Center will provide a suitable location for adult programs aimed specifically at the population of Census Tracts 4, 5, 6 and 7 (the Model Cities Area). However, in terms of the long-range future we optimistically assume that the social conditions that justify the Federal effort in South Providence will by that very effort have changed for the better. In this case, it is realistic to plan a Center that will, by its physical plant and location, be a permanent investment for the whole city. From the beginning, all programming should be available to the entire population of the city. Ultimately, it should serve in a single location any of the 129,299 adults located citywide. In fact, the proposed "mix" of various socio-economic levels is deemed to be a principal educational benefit.

In 1966, the Adult Education Department worked with the Providence City Plan Commission to develop plans for an Adult Education Center. This planning was for the purpose of preparing part of the proposal to the Federal Government by the City of Providence which would be submitted in connection with the city's request for a Model Cities Planning Grant. Since the Model Cities application was successful, the Adult Education Department is now active on the Education Task Force of the Model Cities program. The proposal for the Adult Center which was submitted in August, 1966, is included in this report (TAB 1).

Such a Center, intended to service all adult education needs, excluding vocational education which will be developed in its own exclusive facilities under state auspices, should approximate 55,000 net square feet. This building, in our present thinking, will house 25 classrooms, administrative offices, conference rooms and cubicles, special purpose rooms of various sorts, an auditorium and a special library. It would operate on two shifts, day and evening. The capital cost is estimated at $1,320,000 (approximately $24 per square foot for 55,000 sq.ft.). Equipment is estimated at $330,000 (about 25 per cent of the capital cost).

The full program to be conducted in this structure will require, if the on-going effort is to be both concentrated and comprehensive, an annual expenditure in the vicinity, including salaries, educational supplies and building maintenance, of $500,000.

1. Some Details of the Ideal Building

In the ideal Adult Education Center, flexibility of facilities and equipment are essential. There are other specific, concrete needs which have been expressed by adult teachers and students, including:

Chairs and tables that fit adult bodies and that can be moved about for grouping of students and for individual teaching

Storage space for adult projects in shop, fine arts, home arts, and crafts

Built in storage space in which adult teachers may leave material and books

Rooms for displays and student exhibits

Ample smoking areas, as well as classrooms where smoking is permitted

Good lighting and acoustics for less acute sensory organs

Adequate parking space to make class attendance more convenient

At least one ramp entrance for adults who cannot climb stairs, and some facilities for wheelchair students

Coatracks for adults, who are ordinarily not assigned lockers

Showers in gyms that are high enough for adults to use

Informal faculty lounges large enough to accommodate discussion groups or committees of 25 people

An administrative center close enough to the class and activity rooms to permit the administration to keep a watchful eye on the entire program.

Electrical plugs in abundance

Movie screens that pull down from the ceiling

Wall blackboards

Wall maps, well lighted

Tables that can be used for groups of various sizes

Sound proof rooms

A paperback bookstore

One item that would be particularly valuable to an ideal Adult Education Center, and one which could be shared with the students in the rest of the Complex for special purposes, would be a small, intimate auditorium--one provided with sound-reducing movable dividers would increase the utility of such space immeasurably. A variety of activities would be possible in the small auditorium :

1. Music instruction: choral and instrumental groups
2. Dramatic, public speaking, and assembly program groups

3. Class and other large-group meetings

4. Large-group testing programs

5. Large-group instruction and lectures

6. Display purposes

7. Visual and auditory aids for class instruction and demonstration

8. Organization of student service groups in audio-visuals

9. Instruction in stage management, lighting, sound control, etc.

10. Development of closed-circuit television

11. Open-circuit television (UHF) for TV High School, Movie High School, and other instructional purposes

12. Community programs

2. Educational Programs

It would be premature at this time to describe in much detail educational programs that should be expected to take place in the envisaged Adult Education Center. Innovative ideas are being solicited from the Advisory Committee on Adult Education, and a two-day Workshop in Adult Education will be conducted under the auspices of the ARISE program specifically for definitive discussion of these matters.

The broad goals of the committee are:

1. Develop substantive additions to the current supply of adult education and guidance programs outlined above.

2. Combine existing programs and proposed supplementary and exemplary services with effective health and social programs.

3. Achieve new flexibility in administrative procedures and operational patterns.

4. Fashion the proposed operational program toward modern urban needs, rather than attempt to fit new program into outworn patterns.

5. Marshall the City's educational, cultural, guidance, planning, administrative and other relevant community resources on an unprecedented scale in the total effort.

6. Devise a program of such magnitude as to raise the literacy level for the entire City, bringing about a significant change in the total environment and making a unique contribution to the economy of affected areas.

7. Focus all techniques and talents in the City on the needs and problems of all adults of all ages, and making Providence a better place in which to live.

At a Planning Workshop conducted at the University of Rhode Island in June, 1966, funded by Title III of ESEA (PL 89-10), a group of about fifty community leaders with an interest in adult education as a common denominator, worked intensively for two days in preparing recommendations for Adult Education. These recommendations have been reinforced in recent discussions; and many of them are pertinent as potential program suggestions for the projected Adult Center. The entire report of the Workshop is included in TAB 3. Recommendations most relevant as potential programs in an Adult Center appear on pages 22-31.

The Adult Education Center will be an ALL-AGE School,reaching out to serve Senior Citizens as well as youth and middle age.

We would carry forward the concept of Project ARISE, expanded to the scope of a Serv-Age Center (Services in Adult Guidance and Education) which would provide more concentrated and comprehensive programs than are presently offered by Project ARISE. The Serv-Age Center would embody four broad aspects: 1) Program development--public relations, and also coordination, supervision, and development of adult education planning and programming in Providence; 2) Guidance Center--manned by professionals, psychologist. social worker, remedial specialist, psychiatric consultant, and equipment for testing, counseling, psychological services and casework; 3) Clearing-house for information and referral, surveys, fact-finding, and evaluation; and 4) In-service training for teachers and counselors of adults and development of curriculum models for training purposes.

WE RECOMMEND THAT:

AN ADULT EDUCATION CENTER BE BUILT IN THE JAMES L. HANLEY COMPLEX WHICH WILL SERVE ADULTS OF ALL AGES--YOUTH, MIDDLE AGE AND SENIOR CITIZENS,AND EMBODY ALL RECOMMENDATIONS IN THIS REPORT.

V. ADMINISTRATION AND BUDGET

A. Administration

1. Need for Administrative Reorganization

There is not a single more urgent problem facing us than the establishment of an overall unifying unit that will coordinate all adult education programs for the general adult population of Providence. An indication of the seriousness which we place on the quick and efficient reorganization of the present adult education system is the fact that there is no one central educational unit which adults can call their own. Effective leadership in the promotion of adult education for the general population cannot be realized without benefit of a functional facility within the Providence School Department which integrates all adult education programs, and which can be used by adults of all ages, of all socioeconomic strata, of all educational levels, of all interests and career orientations, and at any time of the day or evening, and on a year-round basis.

We are doing a rather spotty, fragmented, job now in Adult Education. There are several programs in operation--all separate and uncoordinated:

1) Adult Basic Education (p. 15 supra, and TAB-7) and Project ARISE (p. 16 supra, and TAB-5)--in the Adult Education Office, Jenkins Street

2) Community Schools (p. 18 supra, and TAB-2)--separate function

3) Central Evening High School (p. 19 supra, and TAB-10)--separate function

4) Central Vocational Evening High School (p. 19 supra, and TAB-10)--separate function

5) Office of Guidance and Placement (p. 20 supra)--separate function

6) Transitional Room (p. 21 supra)--separate function

All of these programs have been described in SECTION III, beginning on Page 15.

Project ARISE in the Adult Education Office is attempting to coordinate the separate programs so that they can be mutually beneficial to adult consumers. This program began

in February, 1967, and is now in its second year of operation, funded under Title III, ESEA of 1965, P. L. 89-10. The primary purpose of the program is to coordinate existing programs, facilitate the use of available opportunities, promote improvements in existing services, and establish new programs when the need is indicated.

ARISE publishes a Directory of Adult Education programs available for Providence residents, the latest issue of which accompanies this report (TAB-4). The Directory serves as a basic tool for counseling and referral to classes, and is also used by agencies and individuals throughout the community for similar purposes. Project ARISE and the Directory are the only attempts at coordinating existing adult programs within the Providence School Department.

Project ARISE was preceded by a Planning Grant under Title III, ESEA of 1965, P. L. 89-10, to prepare for the Operational Grant, Project ARISE.

2. Summary of Recommendations

Need for the over-all supervision of adult education programs in Providence by one administrative unit permeates all the major recommendations in this report for both immediate and long-range plans.

In SECTION IV (p. 21 ff) we made recommendations which relate directly to a "Model Schools" administrative structure. The recommendations and substantiating statements for program, beginning September, 1968, are:

Appropriation of $2500 for printing and distribution of the Directory of Adult Education Programs (p. 23)

Need for Community Schools Adult Programs to be under the Adult Education Supervisor, Jenkins Street (p. 26)

Full-time coordinator within Adult Education Office for responsibility of Adult Programs in Community Schools (p. 26)

High School Equivalency Programs--TV High School and Movie High School (pp. 32, 34)

TV-High School--Summer, 1968 (p. 32):

The Adult Education Office at Jenkins Street and the Community Schools should make TV sets available for viewing WSBE, Channel 36

These viewing locations should provide TV Study Kits on loan for viewers

Teachers on location should be available to answer questions and assist TV High School viewers in all aspects of the telecourse

TV-High School--Fall, 1968 (p. 32):

A television set should be purchased for the Jenkins Street Adult Education Department, and an antenna installed, in order to afford clear reception of Channel 36

One hundred (100) TV Study Kits should be provided so that students may benefit fully from the program

At least ten (10) teachers should be assigned to 10 locations respectively, in addition to those in Community Schools and Central Evening High School

Movie High School--Fall, 1968 (p. 34):

Appropriation of $6000 for rental of Movie High School films to the Jenkins Street Adult Education Office should be made

Coordinator for TV-High School and Movie High School should be assigned to the Adult Education Office, Jenkins Street, to manage the efficient operation of the program

Transitional Rooms for Returning Dropouts (p. 36)

Transitional rooms should be established at Mount Pleasant and Central High Schools as well as continued at Hope High School

An "Adult" Transitional room should be established suitably equipped to provide an "adult" atmosphere

Provision of more space for Jenkins Adult Education Office--the entire second floor of Jenkins Street School (p. 38)

Long-range Plans

Construction of an Adult Education Center in James L. Hanley Complex which will serve adults of all ages--youth, middle-age, and senior citizens--and will embody all the recommendations in this report (p. 43)

3. Present and Proposed Administrative Structure

The foregoing recommendations call for major changes in the present managerial arrangement. We present graphically the present administrative system in the Adult Education Office and the proposed administrative system based on our recommendations. The current administration and work-flow of the Providence Adult Education Office are presented in Chart 1 (p.48). The proposed administrative and staff roles which we recommend, beginning September, 1968,are presented in Chart 2 (p.49).

Salaries for the proposed personnel and other necessary expenses connected with our recommendations are reflected in the Budget (p.50).

We have included in Charts I and II two projects that are awaiting approval by the Federal Government:

1) Senior Aides Project, to be funded by the U.S. Department of Labor

2) Project Fluency, to be funded by Special Projects, U.S. Office of Education, Division of Adult, Vocational and Library Programs

Although we have not made a specific recommendation concerning Central Evening High School, we have incorporated this program in our proposed administrative set-up because we feel that we can benefit mutually from a close alliance.

PRESENT ADMINISTRATION OF ADULT EDUCATION

Chart I

Providence School Department

July, 1968

SUPERVISOR
Dr. Mary C. Mulvey

PROJECT ARISE

Project Director (part time)
Mary C. Mulvey

Coordinator - Field Workers
Joanne Burns (full time)

5 Field Workers (part time)

Clerical Staff
Frances Gubata (full time)
Norma Mello (part time)

Consultants as needed

ADULT BASIC EDUCATION

Project Director (part time)
Dr. Mary C. Mulvey

Coordinator - Field Workers (full time)

15 Field Workers (part time)
4 Field Workers (part time intermittently)

2 Counselors (part time)
2 Visual Aid Specialists (part time)
23 Teachers (part time) some handling 2 or more classes a week
8 Teachers (part time substitutes)
43 Teacher Aides (part time)
6 Teacher Aides (part time intermittently)

Clerical Staff
Carol Yeremian (full time)
1 vacancy (full time)

Consultants as needed

SENIOR AIDES

Project Director
Dr. Mary C. Mulvey

Liaison
Gregory Fairbend (part time)

40 Aides (part time)

PROPOSED ADMINISTRATION OF ADULT EDUCATION UNDER "MODEL SCHOOL"
Providence School Department
June, 1968

Chart II

IN CHARGE
Dr. Mary C. Mulvey

PROJECT ARISE
Coordinator - full time

ADULT BASIC EDUCATION
Coordinator - Full time

SENIOR AIDES
Liaison - part time

See Present Administration of Adult Education for Work Flow of above three projects

COMMUNITY SCHOOLS
ADULT DIVISION
Coordinator - full time

Teachers
part time

Counselor
part time

CENTRAL EVENING HIGH SCHOOL
Principal - part time 30 weeks

Teachers
part time

Counselor
part time

TRANSITIONAL ROOM
Teacher - full time 10 months

HIGH SCHOOL EQUIVALENCY
TV-H.S. & MOVIE H.S.
Coordinator - full time

2 OF 2
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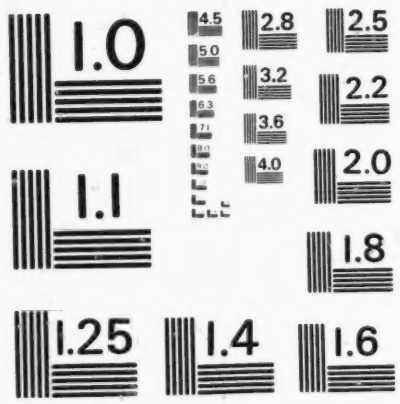

MICROCOPY RESOLUTION TEST CHART
NATIONAL BUREAU OF STANDARDS-1963-A

B. BUDGET REQUEST FOR "MODEL SCHOOL" ADULT EDUCATION PROGRAM

Beginning September,1968

Budget Requests for additional funds only

EXPENSE CLASS		Budget Request
ADMINISTRATOR-IN-CHARGE	_____	_____
ADULT BASIC EDUCATION	90% Federally-funded; 10% Prov.Sch.Dept.	_____
PROJECT ARISE	100% Federally-funded	_____
ARISE Directory	Request for printing and distribution	$2,500
PROJECT FLUENCY (pending)	100% Federally-funded	_____
SENIOR AIDES (pending)	100% Federally-funded	_____
COMMUNITY SCHOOLS ADULT EDUCATION		
Coordinator (full time)	Request for full-time coordinator	12,850
HIGH SCHOOL EQUIVALENCY (TV HIGH SCHOOL; MOVIE HIGH SCHOOL)		
Coordinator (full time)	Request for full time coordinator	7,500
TV High School Equipment		
TV Set & stand for Jenkins St.School for WSBE Channel 36		160
Antenna on roof of Jenkins St. School		250
Movie High School Equipment		
Rental for 16 mm-sound films,for 1 yr. @ $6,000/yr.		6,000
Study Kits for TV & Movie High School		
100 @ $12.50 per kit for loan to students		1,250
Teachers as resource persons to handle questions and answers of TV viewers in Community Schools, Jenkins St. School, & other group locations in addition to teachers already in Community Schools and Central High School: 10 @ $6.00 hr., 4 hrs.wk., 52 wks.		12,480
	Total	$ 42,990

ADDITIONAL REQUEST:

ADDITIONAL REQUEST FOR TRANSITIONAL ROOM (See next page for breakdown)	Total	$ 12,550
	Grand Total	$ 55,540

ADDITIONAL BUDGET REQUEST FOR SEPTEMBER,1968

Providence School Department

TRANSITIONAL ROOM (for dropouts)

Teacher (full time)		$ 10,000
Lounge chairs - 12 @ $60.		720
Seminar Table		150
Coffee Tables - 2 @ $50.		100
Equipment for refreshments		100
Lecture chairs - 20 @ $25.00 each		500
Desk for teacher		175
Chair for teacher		80
Bookcase		75
Storage cabinet		75
File cabinet		75
Books,paper,pens, pencils		500
	Total	$ 12,550
IF ADDITIONAL REQUEST FOR THE TRANSITION ROOM IS APPROVED	Total	$ 55,540

The amount requested represents only .4% of the total annual school Budget. This summ is extremely modest, in view of the fact that at present the Adult Education Office operates almost entirely on Federal funds with less than $5,000 coming from the Providence School Department Budget.

ERIC Clearinghouse
MAR 12 1969
on Adult Education